

Teacher Guide for History-Social Science

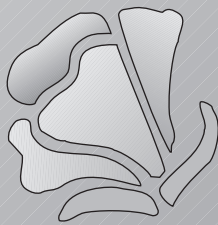
Economics

Government/Civics

U.S. History

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2001



**Golden
State
Examination**

GSE

This document has been prepared by the Sacramento County Office of Education and San Joaquin County Office of Education, under contract with the California Department of Education. For information about the Golden State Examination testing dates, registration materials and procedures, or about the Golden State Seal Merit Diploma, contact:

Standards and Assessment Division
California Department of Education
721 Capitol Mall, 6th Floor
Sacramento, CA 95814

Mailing Address: P.O. Box 944272, Sacramento, CA 94244-2720

Telephone: (916) 657-3011 Fax: (916) 657-4964

E-mail: star@cde.ca.gov

Web site:

<http://www.cde.ca.gov/statetests>

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Sacramento County

Gifford Asimos
Ramona Unified
San Diego County

Marvin Awbrey
Fresno Unified
Fresno County

Mitchell H. Brown
Temecula Valley Unified
Riverside County

Gene Costa
Burbank Unified
Los Angeles County

William C. Kerby
California State University,
Sacramento
Sacramento County

Cricket F. L. Kidwell
Trinity County Office of Education

Don Leet
California State University, Fresno
Fresno County

Nancy Miller
Oceanside City Unified
San Diego County

Jeff Mueller
Los Angeles Unified
Los Angeles County

Patrick P. Nunes
Kelseyville Unified
Lake County

Marilyn O'Brien
West Contra Costa Unified
Contra Costa County

Gary Ovoian
Fresno County Office of Education

Curtis C. Ridling
Santa Barbara High
Santa Barbara County

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Placer County

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San Francisco County

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San Bernardino County

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Introduction

Using the Golden State Examination Teacher Guide

The *Golden State Examination Teacher Guide* has been developed to provide essential information and preparation guidelines for teachers. The guide is intended to serve as an instructional aid in the classroom. The guide is divided into the following sections:

Test Content — outlines the content standards for which the Golden State Examination (GSE) questions have been developed.

Test Structure — describes the format of the test.

Scoring Guide — outlines the criteria used to score written responses.

Sample Questions — includes sample questions that represent types of questions found on the exams. State content standards addressed by each sample question are identified.

Student Work — provides examples of student responses to written-response questions with teacher commentary.

Teachers are encouraged to reproduce portions or all of the guide for classroom use. Districts/schools also can use these materials with state standards for staff development.

Student Eligibility

The Golden State Examinations in Economics and Government/Civics are given during the winter and spring test administrations. The U.S. history exam is given in the spring. Each examination may be taken only once.

These are end-of-course examinations. They may be taken by students who are currently enrolled in the course or who have taken the course since the last test administration.

Test Preparation

All Golden State Examinations are aligned to state content standards. Teachers should review their curriculum and instructional activities for alignment to these standards.

Sound preparation for the Golden State Examinations should include classroom assignments that allow students to articulate the major ideas and concepts in the subject area being tested. Students also must be able to analyze information, apply knowledge, draw conclusions, and support conclusions with accurate details.

Reporting Results

All Golden State Examinations consist of two 45-minute sessions. Students who complete both sessions of the GSE in Economics, Government/Civics, or U.S. History receive an individual report of results. Scores for the multiple-choice and written-response portions of the exam are combined to produce the student's overall achievement level. There are six achievement levels. Students who achieve level six are awarded high honors; those who achieve level five are awarded honors; and those who achieve level four are awarded recognition. Students who achieve level three or below are acknowledged for their participation. Results for the winter administration are mailed to districts in May; results for the spring administration are mailed to districts in October.

Resource Document

The *History-Social Science Content Standards for California Public Schools, Kindergarten through Grade 12*, is available from the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-955-4099, ext. 6. It also is available at <http://www.cde.ca.gov/board> on the Internet.

Other Resources

The *History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve*, is available from the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-955-4099, ext. 6.

Testing schedules and other information are available from the GSE coordinator in your district office, county office of education, or the California Department of Education at <http://www.cde.ca.gov/statetests> on the Internet.

Test Content for Economics, Government/Civics, and U.S. History

The content of the Golden State Examinations in Economics, Government/Civics, and U.S. History is aligned to the state standards for history-social sciences, grades eleven and twelve. A complete listing of these standards in the *History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, is available at <http://www.cde.ca.gov/board> on the Internet.

Another useful source document is the *History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve*.

Questions on these examinations are aligned to the following standards:

Economics

- | | |
|---|---|
| <p>12.1 Students understand common economic terms and concepts and economic reasoning.
<i>12.1.1–12.1.5 (Fundamental economics)</i></p> | <p>12.4 Students analyze the elements of the U.S. labor market in a global setting.
<i>12.4.1–12.4.4 (Microeconomics)</i></p> |
| <p>12.2 Students analyze the elements of America's market economy in a global setting.
<i>12.2.1–12.2.10 (Microeconomics)</i></p> | <p>12.5 Students analyze the aggregate economic behavior of the U.S. economy.
<i>12.5.1–12.5.3 (Macroeconomics)</i></p> |
| <p>12.3 Students analyze the influence of the federal government on the American economy.
<i>12.3.1–12.3.4 (Macroeconomics)</i></p> | <p>12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.
<i>12.6.1–12.6.4 (International economics)</i></p> |

Government/Civics

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|---|--|
| <p>12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
<i>12.1.1–12.1.6</i></p> | <p>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
<i>12.4.1–12.4.6</i></p> |
| <p>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
<i>12.2.1–12.2.6</i></p> | <p>12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
<i>12.5.1–12.5.4</i></p> |
| <p>12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
<i>12.3.1–12.3.4</i></p> | <p>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
<i>12.6.1–12.6.6</i></p> |
| | <p>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
<i>12.7.1–12.7.8</i></p> |
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|---|---|
| <p>12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
<i>12.8.1–12.8.3</i></p> <p>12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
<i>12.9.1–12.9.8</i></p> | <p>12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.</p> |
|---|---|

U.S. History

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|---|---|
| <p>11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
<i>11.1.1–11.1.4</i></p> <p>11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
<i>11.2.1–11.2.9</i></p> <p>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
<i>11.3.1–11.3.5</i></p> <p>11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.
<i>11.4.1–11.4.6</i></p> <p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
<i>11.5.1–11.5.7</i></p> | <p>11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
<i>11.6.1–11.6.5</i></p> <p>11.7 Students analyze America's participation in World War II.
<i>11.7.1–11.7.8</i></p> <p>11.8 Students analyze the economic boom and social transformation of post-World War II America.
<i>11.8.1–11.8.8</i></p> <p>11.9 Students analyze U.S. foreign policy since World War II.
<i>11.9.1–11.9.7</i></p> <p>11.10 Students analyze the development of federal civil rights and voting rights.
<i>11.10.1–11.10.7</i></p> <p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.
<i>11.11.1–11.11.7</i></p> |
|---|---|
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Test Structure for Economics, Government/Civics, and U.S. History

The Golden State Examinations in Economics, Government/Civics, and U.S. History are two-part examinations, administered in two 45-minute sessions.

Session one consists of multiple-choice questions designed to test the breadth of student knowledge. Each question offers four possible responses and varies in complexity and difficulty.

The multiple-choice portion of the examinations is machine-scored. Sample multiple-choice questions and answer keys are provided on pages 6–7 for economics, page 12 for government/civics, and pages 17–18 for U.S. history. State content standards addressed by each question are identified for the purpose of this guide but do not appear on the examination.

Session two consists of written-response questions that require students to apply their skills and knowledge. Students are asked to prepare responses that emphasize analysis and draw logical conclusions. Conclusions drawn must be supported by sufficient and accurate detail.

In economics, students are required to define, recognize, and interpret economic concepts and terms. They also must analyze and assess economic issues. For the examinations in government/civics and U.S. history, students must be able to recall the foundational content of the subject. They also must be able to use a variety of processes, including interpretation, analysis, and evaluation.

A more detailed description of the analytic skills required for all history-social science courses, grades 9 through 12, are outlined in the state content standards. These skills are to be tested through the content, not apart from the content.

The written-response portion of the examinations is scored by experienced history-social science teachers and other professionals in the field. Sample questions with student work and teacher commentary are on pages 9–11 for economics, pages 14–16 for government/civics, and pages 20–23 for U.S. history.

Teachers are encouraged to duplicate this guide for student use and to have students test themselves with the sample questions.

Sample Multiple-choice Questions for Economics

1. A politician proposes reducing business taxes, a move that she says will encourage risk-taking entrepreneurship. This proposed cut in business taxes is intended to stimulate the economy mainly through
- A. an increase in aggregate supply.
 - B. a decrease in aggregate supply.
 - C. a decrease in aggregate demand.
 - D. an increase in aggregate demand.

Standard – 12.3.3 (Macroeconomics)

2. One country enjoys a comparative advantage over another in producing oil when
- A. it has more oil than the other country.
 - B. it can produce oil at a lower opportunity cost than the other country.
 - C. it does not need to import oil.
 - D. it wants to export as much oil as possible.

Standard – 12.6.1 (International economics)

3. Drought conditions create water shortages. Assuming that water consumption can be measured for each household, select the water policy below that is most likely to cause the greatest reduction in water use by urban households.
- A. Give water to users with instructions to use it wisely.
 - B. Charge a flat (constant) fee of \$50 per household, irrespective of the amount of water used.
 - C. Raise the price of water from 2 cents to 50 cents per gallon with the biggest water users (per capita) paying the highest price per gallon.
 - D. Charge \$20 per month and limit household consumption to last year's monthly average usage.

Standard – 12.2.4 (Microeconomics)

4. As more labor is added to a fixed amount of input, the rate at which output goes up begins to decrease. This is called
- A. diminishing marginal utility.
 - B. diminishing marginal productivity.
 - C. diminishing marginal costs.
 - D. diminishing marginal profit.

Standard – 12.1.2 (Fundamental economics)

5. If the cost of sugar rises and sugar is a major ingredient in jelly beans, then the jelly bean
- A. demand curve shifts to the left.
 - B. supply curve shifts to the left.
 - C. supply curve shifts to the right.
 - D. demand and supply curves both shift to the right.

Standard – 12.2.2 (Microeconomics)

6. Which of the following is most likely to benefit a debtor?
- A. unanticipated deflation
 - B. anticipated deflation
 - C. unanticipated inflation
 - D. anticipated inflation

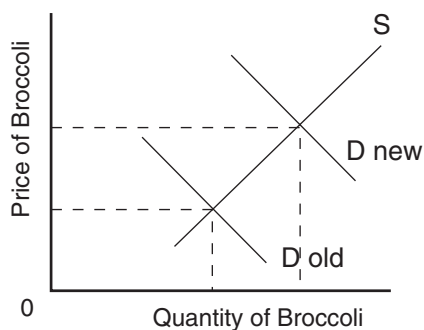
Standard – 12.5.1 (Macroeconomics)

For the following question, choose the word to complete the sentence that most accurately reflects the relationship, definition, or similarity of the first pair of words in the sentence:

7. Parts are to the whole as C+I+G+X is to _____.
- A. trade surplus
 - B. gross domestic product
 - C. disposable income
 - D. market economy

Standard – 12.5.2 (Macroeconomics)

8.



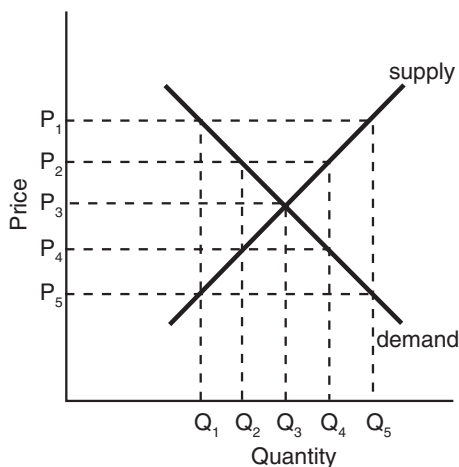
Which newspaper headline might be best illustrated by the above graph?

- A. "Hailstorm Wipes Out Broccoli Crop"
- B. "Broccoli Prices Drop Due to Increased Imports"
- C. "Medical Doctors Advise Eating Broccoli for Longer Life"
- D. "President's Dislike of Broccoli Has No Effect on Sales"

Standard – 12.2.2 (Microeconomics)

9.

Supply and Demand Curves



If the government supported the price of this commodity so that it could not be sold for less than P_2 , what would the result be?

- A. a shortage equal to $Q_4 - Q_2$
- B. a surplus equal to $Q_4 - Q_2$
- C. a shortage equal to $Q_5 - Q_1$
- D. a surplus equal to $Q_5 - Q_1$

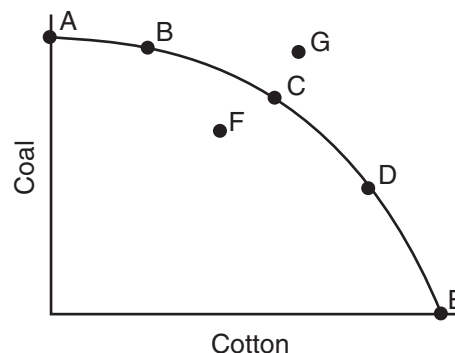
Standard – 12.2.6 (Microeconomics)

10. When the Federal Reserve Bank lowers the reserve requirement,

- A. investors will purchase "open market" bonds.
- B. banks must hold more money.
- C. people will deposit more money.
- D. banks will create more money.

Standard – 12.3.4 (Macroeconomics)

11. Production Possibility Frontier



With existing resources in the economy, what is the result of movement from point D to point C?

- A. production of more cotton and less coal
- B. production of less cotton and more coal
- C. production of more cotton and more coal
- D. production of less cotton and less coal

Standard – 12.1.1 (Fundamental economics)

Economics Answer Key

- | | | |
|------|------|-------|
| 1. A | 5. B | 9. B |
| 2. B | 6. C | 10. D |
| 3. C | 7. B | 11. B |
| 4. B | 8. C | |

Scoring Guide for Economics

The written-response portion of the Golden State Examination in Economics is scored using criteria based on the general scoring guide below. A detailed

training package for scorers, addressing what students are expected to accomplish, is developed to score each student response.

Score Point 5

The student response shows excellent knowledge and understanding of economic concepts and principles. The response:

- demonstrates the highest level of analysis, as evidenced by clearly and thoroughly developed interpretation and argument
- substantiates position with specific, pertinent information
- may articulate links and relationships not stated in the topic
- includes graphs, if graphs are required, that are accurate and integrated with the narrative
- conveys knowledge and ideas in an excellent manner; uses economic terminology precisely and accurately

Score Point 4

The student response shows very good knowledge and understanding of economic concepts and principles. The response:

- demonstrates high-level analysis, as evidenced by effective interpretation and argument
- develops position with pertinent information
- introduces and discusses examples not stated in the topic
- includes a graph, if graphs are required, that is accurate and integrated with the narrative
- conveys knowledge and ideas in an effective manner; uses economic terminology accurately

Score Point 3

The student response shows basic knowledge and understanding of economic concepts and principles. The response:

- interprets main idea clearly with some analysis

- supports position with facts
- moves beyond reliance on information provided
- includes a graph, if graphs are required, with a few omissions and/or mistakes
- conveys knowledge and ideas in a satisfactory manner; uses economic terminology appropriately

Score Point 2

The student response shows limited knowledge and understanding of economic concepts and principles. The response:

- addresses main ideas without analysis
- reaches some conclusions, though arguments may be irrelevant and/or incorrect
- addresses the topic by relying only on information provided
- may include graphs, if graphs are required, with significant errors or no relationship to the topic
- conveys knowledge and ideas in a simple manner; economic terminology is not clearly expressed

Score Point 1

The student response shows little or no knowledge and understanding of economic concepts and principles. The response:

- restates the topic provided but does not reach any conclusions
- offers opinion without relevance, reason, or economic concepts
- fails to address topic
- includes no graph
- conveys knowledge and ideas in a minimal manner; does not use economic terminology or uses economic terminology incorrectly

Sample Written-response Question for Economics

GSE in Economics

This portion of the examination will give you an opportunity to analyze and synthesize economic evidence, to demonstrate a chain of reasoning, and to justify your conclusions. You will respond to two topics in this 45-minute period. To receive a score on this examination, you must respond to both topics. Use your time carefully so that you have sufficient time to plan and write both responses. Your teacher will announce when 20 minutes have passed. At that time finalize your first response and begin your second response.

Directions

1. Read each topic, paying close attention to all parts of the topic.
2. Plan your responses carefully before you begin to write. You may use the "Notes" areas to plan your responses. Notes on these pages will not be scored. (Only the writing and graphs on the lined pages of the answer document will be scored.)
3. Write your responses on the proper pages.
4. Both responses are equally important.
5. Use specific economic concepts, line graphs, terms, and policies to support ideas.
6. Your responses should be clear and well organized. Stay focused on the topics and support your ideas with sufficient facts and reasons. Avoid unsupported generalizations.

Directions

Question*

Economics News Flash...

NEW COMPUTER CHIP CUTS COMPUTER COSTS IN HALF

In a well-constructed response, use the tools of economic analysis including demand and supply graphs and other related concepts to answer the following:

- A. What are the immediate and long-term impacts of this change on computer sellers and buyers?
- B. What other industries will be affected and how will they be affected?
- C. Identify the gainers and losers from this event, and explain why they gain or lose.

Standard – 12.2.2 (Microeconomics)

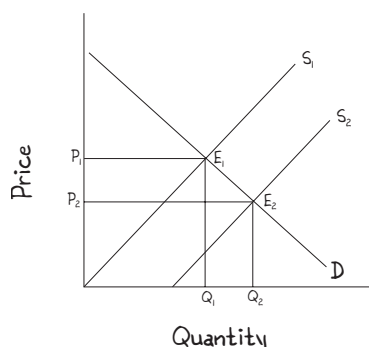
* The content of the question has not changed from last year's guide. The format has been changed, however, to reflect the new format to be used in the 2001 administration.

Sample Student Work for Economics

Score Point 5

STUDENT RESPONSE*

If new computer chips are made that cut computer costs in half, then suppliers will start making more computers. With more supply, the prices will go down which will cause more quantity to be demanded. The following graph illustrates this concept:



The immediate impacts on sellers would be that they are making more money. But pretty soon consumers will get used to the price and the people that could afford the cheaper computers would all have one. So in the long-term, sale will go back to normal.

The industries that produce complements to computers such as disks, will probably see an increase in their sales. More computers are being used, therefore more disks are needed. The graph on the next page shows how the demand for disks shifts to the right because of the price of its complement. Disk sellers can raise the price and more quantity will still be demanded.

COMMENTARY

This response is an example of student work that would earn a score point 5. The student demonstrates an excellent understanding of economic concepts and principles with development of a clear cause and effect argument. The student analyzes the consequences using economic terminology relevant to the question. Three accurate graphs are correctly integrated with the narrative.

Specifically, the response contains many components of a score point 5, as detailed in the scoring guide for the topic. The student shows an excellent understanding of the laws of supply and demand by correctly graphing and explaining that the supply of computers increases as the chip costs decrease. This results in a lower equilibrium price with a resulting increase in quantity demanded. The language is precise and accurate.

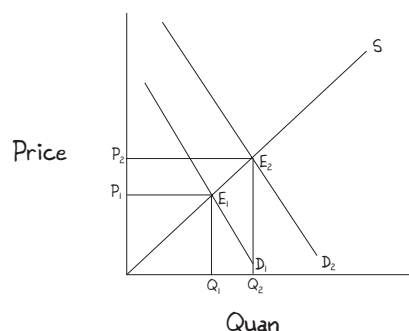
The student also correctly explains the immediate and long-term effects of this price reduction and the effect it has on related industries. Accurate graphs for both complementary and substitute industries are drawn and integrated with the narrative. One error is made: "The industries that produce substitutes for computers will have less *quantity* demanded." Earlier in the response, though, the accurate terminology is used.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

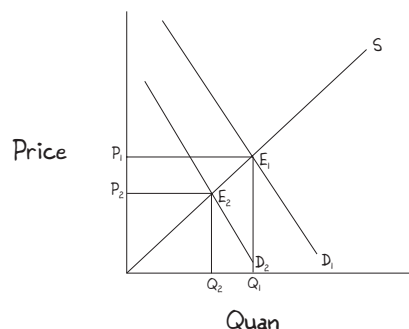
Sample Student Work for Economics

Score Point 5 (continued)

STUDENT RESPONSE*



The industries that produce substitutes for computers will have less quantity demanded, even if they lower the prices. In the graph there is a demand shift to the left because of the price of substitutes.



The consumers that would have brought computers at a higher price, and the producers that would have sold at a lower price both win in this situation. The unhappy people are the producers who wanted to sell at a higher price and the consumers that wanted to buy at a lower price.

COMMENTARY

The response concludes with an explanation of those who gain and those who lose from the lower price of computers.

The student has correctly addressed the prompt, and responded to all of the questions posed. Analysis is clear with accurate graphs.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Multiple-choice Questions for Government/Civics

1. During debate over ratifying the Constitution, the Federalists argued that it was
 - A. impossible to safeguard the rights of states from the power of a strong central government.
 - B. possible to extend a republican form of government over a large territory.
 - C. inevitable that slavery would be abolished in the new republic.
 - D. illegal to replace the Articles of Confederation with a new constitution.

Standard – 12.1.5

2. A political action committee (PAC) is
 - A. a congressional committee that monitors statewide elections.
 - B. organized to prevent excessive political activity.
 - C. a nonparty organization that collects and disburses money to political campaigns.
 - D. a court-appointed committee that investigates illegal political actions.

Standard – 12.6.4

3. In *Plessy v. Ferguson*, the United States Supreme Court established
 - A. the power for individuals to sue states.
 - B. the doctrine of judicial review.
 - C. the separate but equal doctrine.
 - D. the right of equal protection.

Standard – 12.5.4

4. All of the following are requirements for a President of the United States EXCEPT
 - A. thirty-five (35) years of age.
 - B. natural born citizen.
 - C. both parents were United States citizens.
 - D. resident of the United States for 14 years.

Standard – 12.4.4

5. County governments provide all of the following services EXCEPT
 - A. airports and hospitals.
 - B. voter registration.
 - C. records of births, deaths, and property.
 - D. draft conscription.

Standard – 12.7.2

6. One major difference between the governments of the United States and Great Britain is Great Britain's parliamentary system. In this system, Parliament
 - A. has more power than the other branches.
 - B. is not separated from the monarchy.
 - C. is subject to veto by the King or Queen of England.
 - D. has legislative and executive branches that are not separate.

Standard – 12.9.1

7. The United States adopted a bicameral legislature
 - A. to satisfy the "small" states.
 - B. to satisfy the "large" states.
 - C. to balance the "large" and "small" states.
 - D. to model the British parliamentary system.

Standard – 12.4.1

Government/Civics Answer Key

- | | | | |
|------|------|------|------|
| 1. B | 3. C | 5. D | 7. C |
| 2. C | 4. C | 6. D | |

Scoring Guide for Government/Civics

The essay portion of the Golden State Examination in Government/Civics is scored using criteria based on the general scoring guide below. A detailed train-

ing package for scorers, addressing what students are expected to accomplish in the essay, is developed to score each student response.

Score Point 5

Student response shows excellent knowledge and understanding. The response:

- clearly develops the essay; displays superior organization
- demonstrates thoughtful interpretation and analysis that support logical conclusions; effectively links data in the prompt with additional information
- supports conclusions with significant, appropriate, and accurate specifics
- deals with all aspects of the prompt in appropriate balance
- conveys knowledge and ideas clearly and effectively

Score Point 4

Student response shows very good knowledge and understanding. The response:

- develops the essay; displays substantial organization
- demonstrates reasonable interpretation and analysis; reaches reasonable conclusions; links data in the prompt with additional information
- supports conclusions with accurate and relevant specifics; minor errors do not significantly compromise position
- addresses all aspects of the prompt but may develop one part in greater depth
- conveys knowledge and ideas clearly

Score Point 3

Student response shows basic knowledge and understanding. The response:

- partially develops the essay; displays adequate organization
- demonstrates some analysis; reaches conclusions; may be largely descriptive

- provides generally appropriate specifics; may contain factual errors, but they are balanced by accurate details
- attempts to cover all aspects of the prompt but does not complete all tasks
- conveys knowledge and ideas in a manner that can be understood

Score Point 2

Student response shows limited knowledge and understanding. The response:

- attempts to develop the essay; displays flawed organization
- may present a position without appropriate supporting information, or analysis contains misconceptions and/or false reasoning; may not reach conclusions
- provides limited specifics that may be largely descriptive; may have numerous and major errors
- addresses only portions of the prompt
- conveys knowledge and ideas in an unclear manner

Score Point 1

Student response shows little or no knowledge and understanding. The response:

- contains no development of an essay; displays little or no organization
- lacks analysis or entire analysis is false, incorrect, or misleading
- merely mentions several names or events; specifics may be factually inaccurate or unrelated to the prompt
- does little more than mention the topic or repeat portions of the prompt; or refers to the topic but does not attempt to address the prompt
- conveys knowledge and ideas in a manner that impedes understanding or is extremely general

Sample Essay Question for Government/Civics

GSE in Government/Civics

You will write two essays in this 45-minute period. To receive a score on this examination, you must write both essays. Use your time carefully so that you have sufficient time to plan and write both essays. Your teacher will announce when 20 minutes have passed. At that time finalize your first essay and begin your second essay.

Directions

1. Read each essay topic, paying close attention to the special instructions regarding how the essay should be written.
2. Plan your essays carefully before you begin to write. You may use the "Notes" areas to plan your essays.
3. Write your essays on the proper pages. Only essays written on the lined pages will be scored.
4. Both essays are equally important.
5. Your responses should be clear and well organized. Stay focused on the topics and support your ideas with sufficient facts and reasons. Avoid unsupported generalizations.

Directions

Question*

Respond to the following in a well-written and logically organized essay. Address all parts of the prompt and include specific details and/or examples to support your response.

In the United States's political system, the President and Congress are elected independently, and the congressional majority and the President may represent different political parties. In a parliamentary system such as in Great Britain, the Prime Minister is chosen by and responsible to the majority party in the legislature. Discuss the advantages and disadvantages of each system.

Standards – 12.4, 12.6, 12.7, 12.9

* The content of the question has not changed from last year's guide. The format has been changed, however, to reflect the new format to be used in the 2001 administration.

Sample Student Work for Government/Civics

Score Point 5

STUDENT RESPONSE*

As a constitutional monarchy, Great Britain, unlike the United States, forms its executive branch from its parliament, or legislative. In the British system, the legislature is bicameral and is made of a House of Commons, equivalent to the U.S. House of Representatives, and a House of Lords; analogous to the U.S. Senate. The Prime Minister is elected from the party leader of the majority party in the House of Commons, unlike the President of the U.S. who is elected independently of the Congress. The advantages of each system include, for parliament, a smooth-flowing interaction between the executive and the legislative, and for a Congressional system, checks and balances to protect the one branch or party from having too much power, while the disadvantages, for parliament, include the ability of one party to gain too much governmental control and for Congress, the ever-present phantom of gridlock.

The advantages of each system are quite different. Britain can easily claim that it has a smooth-flowing legislative process because, like the way a Speaker of the House rises to power, so does the Prime Minister; he (she) is elected from the majority party. Currently the Prime Minister is Tony Blair of the Labor party. In that way, the party, more than the individual, rules the country. This eliminates in-fighting among the branches. The United States' system, however exists in order to ensure that parties are not able to control the entire government. By being elected separately the President's party and the Congressional Majority are often separate. This ensures that all people will be fairly represented and that the views of the majority do not supercede the inalienable rights enjoyed by the minority.

The disadvantages of each system are also quite different. Although Britain enjoys relatively hassle-free legislative process, it is also in danger of being so controlled by one party that the other loses out to the point of being barely effectual. This causes dissent, but since the legislative and executive act as almost one, all that can be done is a voter-alliance shift to the other party. Thus, parties are as influential in British politics as individuals, if not more so. In the U.S., the major problem is with gridlock; if the parties of the Chief Executive and Congress are different, only bipartisan measures will pass, making the process somewhat stagnant. For instance, the present health care legislation supported by President Clinton is being stalled simply because his party affiliation is separate from that of the majority of Congress.

Of all the advantages and disadvantages of each party, none are similar to one another, but all effect very much how the government's role is played out in the lives of the citizens, and how important the parties really are in affecting national policy.

COMMENTARY

The essay demonstrates clear development and superior organization and uses precise terminology for both political systems.

The essay provides significant, appropriate, and accurate information concerning:

- bicameral structure of the legislative systems for Great Britain and the United States
- House of Commons compared to the U.S. House of Representatives
- House of Lords compared to the U.S. Senate
- checks and balances of the Congressional system
- advantages and disadvantages of the two forms of government

The essay effectively compares and contrasts the two political systems with significant and appropriate evidence. It effectively outlines the advantages and disadvantages of the British Parliamentary System and the U.S. Congressional System.

The essay addresses all aspects of the prompt and conveys knowledge and ideas clearly and effectively.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Student Work for Government/Civics

Score Point 3

STUDENT RESPONSE*

Though the United States government and the British government are very similar they do vary in some respects. These differences help to create two unique systems of government. The differences in these government create distinct advantage and disadvantage.

In the United States the party affiliation of the congressional majority and the president often vary. This is both a bad and a good thing. On the one hand it helps to let everyone's opinion be better heard but at the same time it makes it difficult to come to a consensus on different issues. If both parties weren't represented in government, I feel that many citizens would feel that they had absolutely no influence in government. The representation of both parties helps a greater number of people to be active in our government.

In Britain only one party is represented in the government. This is quite a disadvantage to members of the opposing power because they are very limited in the power they have. However, this does make for more ease when making decisions in the government. They would pass bills much quicker and save time for other important issues.

There are disadvantages and advantages to both the British and American form of government. Neither is a better way, they just work differently. What is important is that things get done in government. Since both governments function pretty well at all times they are both effective.

COMMENTARY

Overall the essay provides generally appropriate information and is adequately organized. The essay attempts to cover the prompt but does not give sufficient examples of advantages and disadvantages.

The essay addresses advantages and disadvantages for both forms of government (e.g., "...let everyone's opinion be heard... makes it difficult for consensus...").

It connects some evidence to support position though argumentation is general (e.g., "They would pass bills much quicker and save time for other important issues").

The essay conveys knowledge and ideas in a manner that can be understood.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Multiple-choice Questions for U.S. History

1. Thomas Jefferson expressed the views of the American colonists in the following excerpt from the “Declaration of Independence.”

“When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another... a decent respect to the opinion of mankind requires that they should declare the causes which impel them to the separation.”

Which of the following statements BEST expresses the colonists’ point of view?

- A. The colonists feel that they owe the world no explanation for their decision to break away from Great Britain.
- B. The colonists realize the need to explain to the world the reasons causing them to separate from Great Britain.
- C. The colonists have decided to remain under the rule of Great Britain and to offer to the world their reasons for doing so.
- D. The colonists want to make public their intention to separate from Great Britain and are appealing to the other European nations for help in defeating Great Britain.

Standard – 11.1.2

2. The overall policy of the federal government toward business during the Gilded Age of the late 1800s was

- A. to regulate extensively in the public interest.
- B. to subsidize and protect business but with little or no government regulation.
- C. a government policy of purposely discouraging business.
- D. government ownership of major industries such as transportation and banking.

Standard – 11.2.5

3. Which of the following statements is MOST consistent with the foreign policy of Theodore Roosevelt?

- A. “I never take a step in foreign policy unless I am assured that I shall be able eventually to carry out my will by force.”
- B. “We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make.”
- C. “I have hoped that I might by this visit symbolize the courtesy of a call from one good neighbor to another, that I might convey the respect, esteem, and desire for intellectual and spiritual cooperation.”
- D. “Now the trumpet summons us again...a call to bear the burden of a long twilight struggle, year in and year out...a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.”

Standard – 11.4.4

4. If you had been a farmer in Oklahoma during the early 1930s, your family might well have suffered the misfortunes described in

- A. Ernest Hemingway’s *For Whom the Bell Tolls*.
- B. Sinclair Lewis’ *It Can’t Happen Here*.
- C. Frank Norris’ *The Octopus*.
- D. John Steinbeck’s *The Grapes of Wrath*.

Standard – 11.6.3

5. Which of the following areas of the United States grew most rapidly in population after the Second World War?

- A. Rocky Mountain states
- B. Midwest farm belt
- C. Northeast industrial corridor
- D. Southwest sun belt

Standard – 11.11.7

6. An important and lasting change brought to our federal government by the New Deal was that
- A. government should remain small and limited.
 - B. government's chief responsibility is to aid business.
 - C. government's responsibility includes the stimulation of the economy and the welfare of the people.
 - D. in times of depression, government must set an example by saving money and balancing the budget.
7. The United States government got women into the work force during the Second World War by
- A. encouraging them to show their patriotism by helping defeat the enemy.
 - B. drafting them to do wartime work.
 - C. offering them more pay than men workers received.
 - D. promising them industrial jobs after the war was over.

Standard – 11.11.3

Standard – 11.6.4

U.S. History Answer Key

- | | | |
|------|------|------|
| 1. B | 4. D | 7. A |
| 2. B | 5. D | |
| 3. A | 6. C | |

Scoring Guide for U.S. History

The essay portion of the Golden State Examination in U.S. History is scored using criteria based on the general scoring guide below. A detailed training

package for scorers, addressing what students are expected to accomplish in the essay, is developed to score each student response.

Score Point 5

Student response shows excellent knowledge and understanding. The response:

- clearly develops the essay; displays superior organization
- demonstrates thoughtful interpretation and analysis that support logical conclusions; effectively links data in the prompt with additional information
- supports conclusions with significant, appropriate, and accurate specifics
- deals with all aspects of the prompt in appropriate balance
- conveys knowledge and ideas clearly and effectively

Score Point 4

Student response shows very good knowledge and understanding. The response:

- develops the essay; displays substantial organization
- demonstrates reasonable interpretation and analysis; reaches reasonable conclusions; links data in the prompt with additional information
- supports conclusions with accurate and relevant specifics; minor errors do not significantly compromise position
- addresses all aspects of the prompt but may develop one part in greater depth
- conveys knowledge and ideas clearly

Score Point 3

Student response shows basic knowledge and understanding. The response:

- partially develops the essay; displays adequate organization
- demonstrates some analysis; reaches conclusions; may be largely descriptive

- provides generally appropriate specifics; may contain factual errors, but they are balanced by accurate details
- attempts to cover all aspects of the prompt but does not complete all tasks
- conveys knowledge and ideas in a manner that can be understood

Score Point 2

Student response shows limited knowledge and understanding. The response:

- attempts to develop the essay; displays flawed organization
- may present a position without appropriate supporting information, or analysis contains misconceptions and/or false reasoning; may not reach conclusions
- provides limited specifics that may be largely descriptive; may have numerous and major errors
- addresses only portions of the prompt
- conveys knowledge and ideas in an unclear manner

Score Point 1

Student response shows little or no knowledge and understanding. The response:

- contains no development of an essay; displays little or no organization
- lacks analysis or entire analysis is false, incorrect, or misleading
- merely mentions several names or events; specifics may be factually inaccurate or unrelated to the prompt
- does little more than mention the topic or repeat portions of the prompt; or refers to the topic but does not attempt to address the prompt
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Sample Essay Question for U.S. History

GSE in U.S. History

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3. Write your essays on the proper pages. Only essays written on the lined pages will be scored.
4. Both essays are equally important.
5. Your responses should be clear and well organized. Stay focused on the topics and support your ideas with sufficient facts and reasons. Avoid unsupported generalizations.

Directions

Question*

Respond to the following in a well-written and logically organized essay. Address all parts of the prompt and include specific details and/or examples to support your response.

At certain times in history, individuals and groups in positions of power make crucial foreign policy decisions about important issues. At the end of World War II, President Truman made a decision to pursue a policy of containment of communism. Explain why this policy decision was made, describing two examples of actions taken under this policy. Analyze the short-term and long-term consequences of this decision.

Standards – 11.4, 11.7, 11.8, 11.9, 11.11

* The content of the question has not changed from last year's guide. The format has been changed, however, to reflect the new format to be used in the 2001 administration.

Sample Student Work for U.S. History

Score Point 5

STUDENT RESPONSE*

The circumstances at the end of World War II formed a complex environment in which many motivations and intentions interacted. This intricate atmosphere led to much political maneuvering, and several important policy decisions were made. Truman's policy of containment, coming from mistrust of the Soviet Union, created sharply defined conflicts in the post WWII era.

Nearing the end of WWII, the Yalta agreement was passed and a misunderstanding of this agreement created mutual distrust between the Allies and the Soviet Union. The Allies believed that the "spheres of influence" that they gave to the Soviets were to act more as buffer states against invasion; the Soviets believed that they were given authority over the governments in these spheres of influence. Thus, the Soviets felt justified in reneging on the promise of free elections and installing puppet regimes. The Allies interpreted this as expansionism and George Kenyan later confirmed this suspicion. When the Allies tried to inhibit the Soviets' growing control of Eastern Europe, the Soviets interpreted it as encroachment upon their sovereignty and an attempt to encircle and share the Soviet Union. Thus, with many misconceptions and hidden motives, intense mistrust arose. As he saw the Communists expanding, notably in Greece in 1947, Truman decided that he had to take leadership for the stopping of Communist takeovers. He issued the Truman Doctrine, and in effect he promised to aid anyone fighting the Communists. Because he perceived that the Communists desired to expand into other countries, Truman adopted a containment policy.

The application of this policy comes in the form of aid. For example, the Marshall Plan was intended to restore European economies to prosperity, thereby eliminating fertile grounds for Communism. Also, in

COMMENTARY

This essay demonstrates clear development and superior organization.

There is thoughtful, well-reasoned, though brief, analysis of the underlying issues during the period. The student explains the historical context in which the policy of containment developed and connects this to specific examples of the policy in action. Connections are made between various events and actions of the period and the policy of containment and its consequences. Specific short-term and long-term consequences are explained.

The conclusions are supported by appropriate, accurate, and specific historical information.

The essay covers all aspects of the prompt in appropriate balance.

The presentation is clear and effective.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.

Sample Student Work for U.S. History

Score Point 5 (continued)

STUDENT RESPONSE

the Grecian Civil War Truman sent money and military advice.

The consequences of this act was to create fear of conflict. The Allies tried to seal the gaps where the Communists were pushing through, and they often came head to head. Numerous regional conflicts acted as "proxy wars" with Soviet supplies battling Allied supplies for control of a particular region. Another short term effect was the creation of security alliances, such as NATO and the Warsaw Pact, that also lasted into modern times. Further along, the Vietnam War and Korean War can be seen as attempts to halt the spread of Communism in accordance with the Truman Doctrine. Every president through Reagan followed this policy, and the result was to create relatively small scale conflict as opposed to large scale intervention.

Truman's containment policies was a product of post WWII distrust. It's effects were to draw lines of conflict.

COMMENTARY

Sample Student Work for U.S. History

Score Point 3

STUDENT RESPONSE*

Subsequent to WWII President Truman adopted the policy which had both long term and short term results.

At the end of WWII, the Soviet Union began controlling smaller "satellite" countries in Europe in order to gain influence & spread communism. President Truman feared that if he didn't take action all of Europe would become communist. In order to prevent this from happening he pursued the policy of containment. This policy's goal was to stop the spread of communism. Along with this policy he developed the Truman Doctrine, which gave aid to all non-communist countries. This caused resentment among the communist countries.

Each succeeding president followed this policy of containment. This led to a "cold war" between the U.S. and the Soviet Union. It was a race for power, influence & most advanced technology in the world. Throughout the cold war U.S. and Soviet Union had conflicts involving influence in smaller countries. One example is the Cuban Missile Crisis. The U.S. suspected that the Soviet Union had missels set up in Cuba & ordered that they be removed or they would take military action.

Because the U.S. had to keep up its policy of containment the government spent large amounts of money on its military & weapons. This had a great effect on our government and economy today.

COMMENTARY

The essay takes a general approach to the topic by stating that "containment" meant stopping communism from spreading.

There is adequate organization of accurate information. "Truman Doctrine" is correctly used, for example. Information is partially developed by means of a brief narrative of what happened, with general reasoning as to the cause and effect relationship between events and policies.

The essay attempts to cover all aspects of the prompt but does not complete the task of analyzing long-term and short-term consequences. Sufficient examples are not offered.

The essay conveys knowledge and ideas in a manner that can be understood.

* The student response has been typed as written, with the student's own content, grammar, spelling, and punctuation.